**Meeting Notes**

**Improving Student Learning at Scale Team Meeting**

December 19, 2013, 8:00am-2:00pm

ESD 113, Tumwater

**Attendees (listed alphabetically by first name):**

***Team Members-*** Alan Burke (OSPI), Ben Rarick (SBE), Chris Reykdal (Legislature), Dan Newell (OSPI), Gary Kipp (Association of WA School Principals), Gene Sharratt (WSAC), Eleni Papadakis (WTECB), Jana Carlisle (Partnership for Learning), Jennifer Wallace (Professional Educator Standards Board), Justin Montermimi (WTECB), Marcie Maxwell (Governor’s Office), Mike Hubert (OSPI), Noreen Light (WSAC), Paul Francis (COP), Rai Nauman Mumtaz (WSAC), Randy Spaulding (WSAC), Sandi Everlove (Washington STEM), Sean Agriss (Eastern Washington University), Vi Boyer (ICW)

***Staff-*** Anne Messerly (WSAC), Charles Lenth (SHEEO), Kate Nielson (NGA)

***Legend-***

OSPI- Office of Superintendent of Public Instruction

SBE- State Board for Education

WSAC- Washington Student Achievement Council

WTECB- Workforce Training and Education Coordinating Board

COP- Council of Presidents

ICW- Independent Colleges of Washington

NGA- National Governor’s Association

SHEEO- State Higher Education Executive Officer’s Association

**Overview**

The meeting began with introductions followed by an overview of the goals for the day. The group proceeded to re-cap the cross-state Improving Student Learning at Scale (ISLS) meeting in Los Angeles and the Achieve meeting in Arlington. This was followed by comments from Alan Burke briefly outlining a grant that OSPI received to help create support system for educators. Next, we heard an overview of the Roadmap and how it relates to Dual credit enrollment, which led into a group discussion about dual credit. The group then discussed communications strategies around Common Core State Standards (CCSS), and heard from Jana Carlisle about the Ready WA campaign. Lastly, the group developed its 18-month implementation plan, creating a work plan for each of the issue areas that we identified.

**Goals for the Day**

1. Approve timeline for meeting schedules and deliverable dates
2. Draft 18-month implementation plan
3. Develop work plan for each of the three issue areas
   1. High School and Beyond Plan
   2. High school transition courses
   3. Dual credit courses

**Re-cap of Los Angeles and Achieve Meetings**

The Washington State team attendees at the cross-state Los Angeles meeting discussed the big takeaways from the meeting. Washington needs to develop a common vision for “college & career readiness”, and figure out how to align efforts around Common Core State Standards. In the next 6 months, we should work to further develop the draft recommendations for the 11th grade Smarter Balanced assessment to inform student choices and help with college placement. Also, we should continue to be aware of any legislation affecting Common Core during the 2014 Legislative Session.

At the Achieve Meeting, it was discussed that Washington should reach out to Oregon. We have a connection through CCSS and Career and Technical Education (CTE). Other topics that were discussed included students with disabilities and students on IEPs.

**Timeline/ Meeting Schedule**

Specific dates are not set yet; there is flexibility with agendas for cross-state meetings and we can help decide how to structure these.

Rep. Reykdal stated a timeline for the budget and policy aspect would be helpful. October is a key month for budget decisions.

Overall, the group seemed to approve the 2014 rough meeting schedule.

**Bill & Melinda Gates Foundation Grant**

Alan Burke discussed a grant that OSPI received to create support systems for educators. This project selects nine “lab districts” (one from each of the nine Educational Service Districts (ESD)), and uses the ESD System to create professional development and leadership opportunities. It will align educator support systems to help teachers effectively transition to CCSS and the new assessments.

***Group Discussion:***

Gene Sharratt- Do districts have the technology capacity and infrastructure to roll this out?

Alan Burke- There will be some challenges. The problem is not the platform, but it will be hard to get a variety of computers and enough lab time for the assessments. 1/3 of K-8 schools use this technology already, but high schools generally do not. However for high schools with CTE, they have more labs and machines available. Also, there has been a lack of responses/results from the surveys.

Jana Carlisle- A lot is going on, we need to disseminate information so everyone’s one the same page; a feedback loop is needed so we can make sure we are addressing the biggest concerns that people have

Gene Sharratt- We should invite a district representative from Puyallup to talk with us. His district is an example of a ‘best practice’

Kate Nielson- It’s important to pay attention to the lowest performing districts and to create leaders from these groups as well, not just the top performing schools

Alan Burke- There are two ways to disseminate information to teachers:

1. Teachers unions
2. On the district level through principals

**Roadmap and Dual Credit Conversation**

Roadmap recommendations relate to this ISLS work. One of WSAC’s recommendations is to expand dual-credit and enrollment programs. There are many different methods of awarding dual credit. Some of these include:

* College in high school (students pay tuition)
* Running Start (students don’t pay tuition)
* Tech Prep

How do we bring all these together for common policy while ensuring that students get credit, cost is minimal, it isn’t overly complicated for institutions? We need a student-centered policy that allows students to have easy access and also promotes diversity. We also need to figure out how to catch talent that is being missed (AP potential). A WSAC analysis indicated that if all students identified in the AP Potential Analysis had access to AP courses, about 5000 additional FTE worth of credit could be awarded (the average size of a community college in Washington).

Representative Reykdal agreed and stated that students need to be the focal point. Data says Running Start saves student, taxpayer, and state money. We should *quantify* the savings these programs provide, and focus on how much we’re saving as a state instead of popularity.

Gary Kipp- an issue in getting more students to participate in these programs is they don’t receive the resources or support from school counselors. This is because high school counselors are understaffed and there are not enough of them to help high school kids go through their vast options. The ones that are there are usually assigned to help students with emotional and behavioral issues instead of providing increased support for all students.

Sean Agriss- There is still a question of alignment between coursework in high school vs. college. Algebra II may be different curriculum in each setting

Washington State ranks well in some things (#1 for helping low-income students), but not as well for others (ranked 49th for funding higher ed). There are also many STEM-related jobs that Washington is unable to fill because students to do not have the necessary skills.

Sandi Everlove- It’s understandable that many teachers are nervous about CCSS. There is a large gap between the resources and training teachers need and what is available to them.

***Group Conversation about the work each agency does relating to CCSS:***

Representative Reykdal intends to propose a bill next session that will align work each agency is doing relating to dual enrollment/dual credit. He will give each agency a chance to make changes to it and capture what they’re doing.

The education field is open to the public, that is why it’s important to get this information relating to CCSS out there now, so people aren’t surprised later when the assessments comes out.

Speaking of the need to define how education agencies relate to CCSS work, the same need exists in the education field in general. Common Core is one piece of a larger vision, and the education field is large and complex. It would be useful for people to see connection/overlap between projects in the field.

**Ready WA & Communications**

*\*\*To view the ReadyWA Communications PowerPoint and other meeting materials, please visit:* <http://improvingstudentlearningatscale.wikispaces.com/December+19+Meeting>

Jana Carlisle- ReadyWA uses a variety of communications methods such as Facebook, internet, radio, and handwritten materials and posters. They factor in people’s concerns into the campaign, and also have a FAQ section on their webpage. The ReadyWA campaign tries to focus in and provide specific messages to each audience--- the parents, educators, and lawmakers. By anticipating each group’s concerns, they can aid in successful implementation of CCSS.

Alan Burke- Parents are not concerned as much as schools, policy piece will inform communications piece

Vi Boyer- We don’t have a big opposition to CCSS in Washington, but social media like Facebook can be a magnet for negative voices. On the upside, it allows you to pinpoint where the negativity is coming from.

Gary Kipp- We should think about when these assessments and new standards become consequential. Everyone agrees on the end result (students having more college & career readiness skills after high school, having a successful career & future), but not everyone agrees on the process of how to get there. We need to consider how these standards stack onto existing policies.

Eleni Papadakis- Recently spoke to an employer at Chamber of Commerce that said kids are not prepared and up to the standards for future careers. Our marketing needs to say these kids are valuable, just not prepared.

This grant gives us $10,000 for communications. We think this could get us 1 product design or help with strategies about approaches for our communications campaign. Next meeting we will dedicate more time to communications.

**18month implementation plan and issues areas work plans**

1. High School transition courses
2. High School and Beyond Plan
3. Dual Credit

For each topic, we will discuss the body of work, build consensus around strategies for approaching the work, and decide who is responsible for the work.

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|  | **High School Transition Courses** | **High School and Beyond Plan** | **Dual Credit** |
| **Description** | Support students who do not meet the minimum 11th grade assessment scores, by offering senior year transition courses designed to help them achieve college and career readiness. | The High School and Beyond (HSB) Plan is a formal process designed to help students think about their future and select course work that will best prepare them for their post high school goals. | Dual credit programs offer high school students the opportunity to earn college credit in addition to high school credit. |
| **Body of Work** | -Intent is to help students reduce the need to take remedial work in college | -A sheet of paper to satisfy state requirements, problem is it is often not meaningful to students | -Expand dual credit programs and ensure all students are given opportunities to be a part of them |
| **Strategies** | -Need to inform people they will need math/science for career world, not just school | -SBE is currently putting together an abstract of an improved HSB plan and is letting schools develop it further  -Must bring technology into the equation so it can be more easily accessible to parents and students | -Build a student centered policy that ensures access  -Focus on cost savings |
| **Who is Responsible** | -Core to College is already taking the lead on this, they develop transition courses  -SBE will figure out how these transition courses fit into graduation requirements and bring that content back to us | -SBE will tell us why it’s not being utilized and what to do about it  -Kate will take the lead on finding ‘best practices’ in other states relating to HSB plan  - Mike Hubert will figure out where HSB plans are working well within the state  -Eleni Papadakis will figure out story for how HSBP fits into Common Core, how it helps kids learn | -WSAC hopes to have clear policy recommendations for how to re-structure dual credit/dual enrollment with the Roadmap |
| **Other Questions** | -Do we let these courses sprout organically or do we implement these courses into statute? Core to College sees them as a model, not a requirement | -Do we need a legislative push for this?  -How does HSBP relate to the real world? How can it be something that will grow and evolve over time (since what you want in 9th grade will most likely change)? | -Is there 1 website to help students understand dual credit and see their options? Consensus of group was ‘no’ |

*Other Important Considerations:*

* We must also consider how to support educators in the educating community
* We must decide our scope, is professional development in our scope? (Content and instructional methodology are already firmed down for CCSS; the biggest challenge will be professional development)
* Think about existing infrastructures for CCSS work, like other websites

**Wrap Up**

*Other Groups that should be involved:*

* Counselors Association
* School teachers (from an existing WSAC workgroup)
* Apprenticeship employers

For any questions and/or comments, please contact:

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